**Transdisciplinary Unit Planning Overview**

**Week 19**

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| **Duration** | **Activity** |
| 1 Block (90 mins) | Helpers tour (around CCB)  **Achievement indicators:**  **Research skill:** Formulating questions  **Line of inquiry #1** |
| 1 Period (45 mins) | Taller de Afectividad  **Achievement indicators:**  **PSE**: Expresa su opinión con respecto de la forma como se interactúa con el entorno  **Self-management skill**: Understands or follows the rules of procedures in a community  **Social skill**: Being willing to assume a share of responsibility in a neighborhood  **Line of inquiry #1**  **Social Studies**: Describes the roles of the members of a neighborhood  Identifies roles, rights and responsibilities in society |
| 1 Period (45 mins) | The children inquire into the physical characteristics of different neighbourhoods, the places to be found in these and the roles of different community members, by observing, reading posters and reading books on them.  **Achievement indicators**:  **Social Studies**:  Describes the roles of the members of a neighborhood, Represents graphically and describes the physical characteristics of a neighborhood  **Line of inquiry #3** |
| Half-hour accompanied | Sharing homework assignment about home rules and consequences for breaking them (make difference between rules and duties)  **Achievement indicators**:  Line of inquiry # 2 |
| Half-hour unaccompanied  (during differentiated reading)  (Repeat it) | Individual inquiry around the school campus about community resources  **Achievement indicators**:  **Science:**  Identifies different community resources and proposes ways to conserve them  **Line of inquiry #2** |

Homework: Describe your neighborhood, write its name and draw it